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ABSTRACT

To examine Coolie Verner's contributions to the study of adult education as a systematic discipline, the author of this paper reviews and analyzes Verner's publications from 1950-1975. The first of five sections describes this as a period of rapid growth for the adult education field. Verner is depicted as a leader in developing a substantive body of knowledge for adult education and in diffusing that knowledge through graduate programs and publications. Section 2 identifies Verner publications by year, field of interest, format, and content. Content is categorized as transitory (personal beliefs/experiences, practice techniques, program descriptions, and book reviews) or substantive (empirical research, interpretative literature, reviews/bibliographies, theoretical formulations, and historical). Section 3 addresses qualitative aspects of Verner's work by examining the author's attempts to encourage consistency and precision in defining terms and classifying processes. Section 4 analyzes the impetus and implications of four major themes apparent in Verner's work: diffusion and adoption, history of the field, participation, and the undereducated adult. The final section reviews Verner's efforts to define and describe a discipline of adult education and to examine the process whereby it should develop. A concluding bibliography is grouped into four parts: Verner's publications 1944-75, theses/dissertations directed by Verner, review of Verner's publications, and general references. (CSS)

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CONTRIBUTIONS TO A DISCIPLINE OF ADULT EDUCATION

A REVIEW AND ANALYSIS OF THE PUBLICATIONS OF COOLIE VERNER

GARY DICKINSON

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS SERIES AND THIS PAPER

This Occasional Paper is the eighteenth in a series being published by the Centre for Continuing Education. Our aim is to contribute to the field of adult education by publishing monographs which originate here at The University of British Columbia and are deemed to be worthy of reaching a wider audience than would otherwise be the case.

The paper is a tribute to the significant contribution made by Coolie Verner over a period of some twenty-five years to the study of adult education as a systematic discipline. For sixteen of these years, from 1961 to 1977, Coolie Verner was Professor of Adult Education at The University of British Columbia. This paper provides a timely review and analysis of Coolie Verner's prolific publishing activity.

The paper is written by Gary Dickinson, Associate Professor of Adult Education at The University of British Columbia, who studied with Coolie Verner and who subsequently worked as Coolie Verner's colleague in the Adult Education Department during a seven year period.

I am very pleased to be able to make this monograph, which documents Coolie Verner's contribution, available to adult education researchers and practitioners.

Jindra Kulich
Director

PREFACE

Coolie Verner's career as an adult educator began in the period from 1947 to 1950 when he served as an Associate in Community Service with the Extension Division of the University of Virginia. He attended Columbia University from 1950 to 1952, receiving an M.A. degree in 1951 and the Ed.D. in 1952. Following a year in London as a Fullbright Fellow, he joined the faculty of Florida State University in 1953 to establish a graduate program in adult education, the fourth such program in the United States. (364) Verner was a visiting professor at the University of British Columbia in 1959-60, then returned to that institution in 1961 on a regular appointment. He remained at the University of British Columbia until his retirement in 1977.

I first encountered Coolie Verner in 1965 and studied with him for three years, emerging with an Ed.D. degree in 1968. There followed a seven year period when we were colleagues in the Department of Adult Education at the University of British Columbia. Upon his retirement in 1977, it seemed appropriate to undertake a review of his contributions to the literature of adult education. I did so in part because his writings are scattered in many different publications, some of which are not widely known to the field, and I felt that they should at least be identified in one place. More important, though, was a belief that his writings represent a coherent and unified body of work which is all too rare in adult education. Professors who are capable and willing to apply sustained and rigorous approaches to the study of adult education have been few and far between. Throughout his career as a professor, Coolie Verner believed that systematic study of the field was possible and that the development of an academic discipline was both necessary and desirable.

Although it is not unusual for professors to continue to be productive in their field well beyond retirement age, it is unlikely that this will occur in Verner's case. His attention has turned increasingly to historical cartography, and he is regarded as a pioneer in that field as well. His publications in adult education dated after 1975 were written before that year. One or two projects in adult education remain to be completed, but those are unlikely to affect materially any subsequent review of his contributions in this field.

I am indebted to Roger Boshier, William Griffith, Jindra Kulich, and

several graduate students for their helpful comments on an earlier version of this monograph. Any errors of fact or judgement which remain are, of course, may own. My indebtedness to Coolie Verner is obvious throughout.

Gary Dickinson

Vancouver, 1979.

CONTRIBUTIONS TO A DISCIPLINE OF ADULT EDUCATION
A REVIEW AND ANALYSIS OF THE PUBLICATIONS OF COOLIE VERNER

THE CONTEXT

The period coinciding with Verner's service as a professor of adult education was marked by rapid expansion of the field, the diffusion of graduate study in adult education, and the emergence of an academic discipline. This growth has been documented elsewhere in detail, but it is instructive to mark reference points a quarter century apart and then to note a few selected indices of development at the two different stages.

In 1950, adult education had newly arrived as a field of graduate study in the university. The first two doctorates in adult education had been awarded in 1935, and nine institutions had granted one or more such degrees by 1950. (364) A total of 44 doctorates in adult education had been awarded by the end of 1950, with eight granted that year. (365) In contrast, 157 persons received doctorates in adult education from 27 different universities in 1975, bringing the total number of doctoral degree holders to 1,713. (366)

Those involved in teaching adult education at universities did not begin to establish an identity as a group until the Allerton Park Conference in 1955 which led to the development of the Commission of the Professors of Adult Education of which Verner served as the first chairman. With the support of a grant from the W. K. Kellogg Foundation, the group met annually from 1957 to 1961 and attendance ranged from 16 to 20 professors. (372) By 1975, however, the membership roster of the Commission had expanded to include 151 members.

A perusal of the literature of adult education indicates little concern for the development of an academic discipline in the early part of the quarter century. The Handbook of Adult Education in the United States published in 1948 included two brief articles on training for adult educators, but the terms research, theory, and literature were not even indexed. (360) The Handbook...published in 1960 included chapters on literature, research, and professional education for adult educators (370), and the 1970 Handbook...had similar chapters. (382) The chief indicator that adult education was emerging as an academic discipline was the publication in 1964 of Adult Education: Outlines of an Emerging Field of University Study. As a preface to this volume noted, it was "the first time that those who are teaching adult

education in American universities have undertaken to record some of the basic material of their area of study." (367:xiii) Again, Verner was instrumental in the early stages of this project, as he was in the formation of the professor's group.

Part of this growth of adult education as an academic discipline was an increasing production of research and theory. As Kreitlow observed:

> Research began to appear, not in great quantity nor with any consistent quality, but it took root as an adjunct to the developing programs of graduate study. Theorizing about adult education also grew from these programs, shaping them and being shaped by them. The need for sound theory and more research was expressed so often that adult educators finally believed it--and believing it, did something about it. (373:138)

The growth of research and theory may be indicated by an examination of Adult Education, the leading journal outlet for academic writings by professors of adult education. (376) In the first five volumes of the journal covering the period 1950 to 1954, only 8.2 per cent of the 158 articles were reports of empirical research. (359) Additional substantive content totalled 8.9 per cent of the articles and was comprised of such material as interpretive literature reviews, theoretical formulations, historical studies, and formal philosophy. The remaining 82.9 per cent of the articles tended to be transitory in impact and utility, and were concerned with personal beliefs or experience, program descriptions, and techniques of practice.

In contrast, 73.1 per cent of the 78 articles in volumes 16 to 20 covering the years 1965 to 1969 represented substantive contributions to the development of an academic discipline. Only 26.9 per cent were concerned with personal beliefs or experience, program descriptions, and techniques of practice. (359) In an analysis of subsequent volumes by Long and Agyekum (377), the percentage of substantive articles published in two volumes dated 1971 to 1973 had further increased to 82.9 per cent. Of that total, 60.0 per cent were reports of empirical research, 11.4 per cent were historical studies, 8.6 per cent were theoretical formulations, and 2.9 per cent were interpretive literature reviews.

In summary, the quarter century from 1950 to 1975 was characterized by the emergence and rapid growth of adult education as a field of study. An increasing number of universities provided graduate programs to prepare adult educators, more professors became involved in such training, and more degrees were awarded. Similarly, the literature of adult education became more

concerned with matters pertaining to research, theory and professional preparation.

Within this context, Coolie Verner was one of the leaders in developing a substantive body of knowledge for adult education and in diffusing and extending that knowledge through graduate programs and publications. Among his achievements were the establishment of the fourth graduate program in adult education in the United States as well as the first in Canada; the initial chairmanship of the Commission of the Professors of Adult Education; an initiating role in two key publications, Brunner's Overview of Adult Education Research (355) and Adult Education: Outlines of an Emerging Field of University Study (367); a lengthy period of service as review editor of the journal Adult Education; and contribution of 28 articles and major reviews in that journal. The central role played by Verner in the early stages of the development of adult education as an academic discipline is one which warrants close scrutiny by the field. The process of examination is begun here with a review and assessment of his contributions to the literature.

THE PUBLICATIONS

The publications of Coolie Verner have appeared over a period of 34 years beginning in 1944. An analysis of this work is complicated by the fact that he published extensively in three fields; adult education, historical cartography, and rural sociology. A number of other works do not fit conveniently into any of those fields. A total of 275 publications were classified by field, then those concerned primarily with adult education were analyzed according to format and type.

Fields of Publication

A total of 275 publications were identified with the earliest dated 1944 and the latest 1978. Of the total number of publications, 172 or 62.5 per cent were in adult education followed by 41 (14.9 per cent) in historical cartography and 38 (13.8 per cent) in rural sociology. Twenty-four publications were in miscellaneous fields. (Table 1)

Several trends emerged from a review of the chronology of Verner's publications by field. None of his publications prior to 1951 was in adult education. The earliest writings appeared during World War II and pertained to bomb disposal. Five publications in 1950 were concerned with historical cartography, and several items prior to 1952 dealing with recreation arose from his service with the University of Virginia Extension Division.

Only one of 53 publications dated 1953 to 1958 was not concerned with adult education. This was the period of greatest concentration on publications in the field of adult education, and it coincided with Verner's efforts to establish and develop a program of graduate studies at Florida State University. For the most part, those publications dealt with techniques of practice or were statements of personal belief or experience and as such did not represent substantive contributions to the development of a discipline of adult education.

Verner's productivity remained fairly consistent during the 1960's. There were some publications in rural sociology and historical cartography although the majority of his writings were in adult education. The three years from 1969 to 1971 marked the period of greatest sustained output with a total of 50 publications. Almost half of those were in rural sociology and stemmed from a major research project involving socio-economic surveys of rural British Columbia. The years from 1968 onward were also marked by a growing interest

TABLE 1

PUBLICATIONS BY YEAR AND FIELD OF INTEREST

Year	Adult Education	Historical Cartography	Rural Sociology	Other	Total
1944				6	6
1945				5	5
1946				2	2
1947					0
1948				1	1
1949		1		1	2
1950		5		4	9
1951	1	1		1	3
1952	5	3			8
1953	5				5
1954	15				15
1955	6				6
1956	12				12
1957	5			1	6
1958	9				9
1959	8	2			10
1960	12	1	1		14
1961	5				5
1962	4	1		1	6
1963	8	1			9
1964	7	1			8
1965	7	2	1		10
1966	4	1	1		6
1967	5	2	3		10
1968	2	1	6		9
1969	4	2	7		13
1970	6	1	8	1	16
1971	9	3	9		21
1972	9	1			10
1973	7	5	1		13
1974	9	1	1		11
1975	4	2		1	7
1976		3			3
1977	3				3
1978	1	1			2
Total	172	41	38	24	275

in historical cartography which was reflected in an increasing number of publications in that field.

Some inter-relationships may be noted among Verner's publications in the three major fields of interest. Many of the rural sociological writings dealt with community study or included adult education as a variable, and thus represented some extension of knowledge related to adult education. A number of studies in historical cartography dealt with printed maps as objects for diffusion or as depictions of the state of geographic knowledge at a particular time, and similar themes may be noted in some of his writings on adult education. Verner's major contributions to knowledge were in the field of adult education, and it is those writings which are examined in the balance of this study.

Publications in Adult Education

Verner's 172 contributions to the literature of adult education appeared in the usual range of formats and types of publication. The largest number (45.4 per cent) were journal articles, followed by books or monographs (15.7 per cent) and chapters in books (11.6 per cent). (Table 2) The majority of publications were by a single author, although 53 works (30.8 per cent) were co-authored or co-edited. Twenty-six out of 36 books or monographs were co-authored or co-edited as were 21 out of 78 journal articles. All of the conference proceedings, book reviews, and unpublished papers were written by Verner alone.

The publications in adult education were classified by type using the framework developed by Dickinson and Rusnell. (359) The types were then aggregated into two groups. Transitory publications were those concerned with personal beliefs or experience, techniques of practice, program descriptions, and book reviews. Such items generally are of little lasting interest as they were written for a particular audience or were limited in scope, time, or utility. Substantive publications were empirical research studies, interpretive literature reviews or bibliographies, theoretical or conceptual formulations, and historical studies. Those items are considered to be of more lasting interest as they had a wider audience or were general in terms of scope, time, and impact. One hundred and two of Verner's publications, of which seventeen were book reviews, were in the transitory category. (Table 3) Most of the book reviews were written during the period from 1954 to 1961

TABLE 2

FORMAT AND AUTHORSHIP OF PUBLICATIONS IN ADULT EDUCATION

Format	Single Author		Co-Author		Total	
	No.	%	No.	%	No.	%
Book or monograph-author	5	4.2	22	41.6	27	15.7
Book or monograph-editor	5	4.2	4	7.5	9	5.2
Chapter in book	14	11.8	6	11.3	20	11.6
Journal article	57	47.9	21	39.6	78	45.4
Conference proceedings	17	14.3	0	0.0	17	9.9
Book review	17	14.3	0	0.0	17	9.9
Paper	4	3.3	0	0.0	4	2.3
Total	119	100.0	53	100.0	172	100.0

TABLE 3

TYPE OF PUBLICATION IN ADULT EDUCATION

Type	No.		%	
Transitory:				
Personal beliefs or experience, techniques of practice, program descriptions	85		49.4	
Book reviews	17		9.9	
Total		102		59.3
Substantive:				
Empirical research	25		14.5	
Interpretive literature reviews and bibliographies	21		12.2	
Theoretical formulations	18		10.5	
Historical	6		3.5	
Total		70		40.7
Total		172		100.0

when he was review editor for the journal Adult Education. Seventy publications (40.7 per cent) were classified as substantive. Of that number, 25 were reports of empirical research, 21 were interpretive literature reviews or bibliographies, eighteen were theoretical formulations, and six were historical studies.

Substantive Publications

Those publications which represented substantive contributions to the development of an academic discipline of adult education were of particular interest in this study as they comprise the core of Verner's work and are the basis upon which his impact must ultimately be assessed. His 70 substantive publications were classified by period, format, and type of publication to determine trends and emphases.

Verner's productivity increased in each of five five-year periods, from two substantive contributions in the years prior to 1955 to 23 publications between 1970 and 1974. (Table 4) There were seven substantive publications after 1974. Almost half of the substantive contributions were journal articles while 22 were books or monographs and thirteen were chapters in books. The largest number of journal articles appeared in the years 1965 to 1969, while the greatest number of books and monographs appeared between 1970 and 1974. The largest number of empirical research reports were published between 1965 and 1969, and the most conceptual or theoretical works from 1970 to 1974.

Half of the substantive contributions were co-authored, and this was most pronounced with empirical research where 21 out of 25 items were co-authored. Fourteen of 21 interpretive literature reviews or bibliographies involved at least one other author. Of the eighteen conceptual or theoretical writings, however, none was co-authored, and only one of six historical studies was written jointly.

Verner directed a total of 62 master's theses and doctoral dissertations at two institutions. At Florida State University he directed four theses and seven dissertations, while he supervised 40 theses and eleven dissertations at the University of British Columbia. These are included here because in many cases the studies represent extensions or refinements of basic concepts presented elsewhere. In addition, many of the research projects undertaken by graduate students to complete their degree requirements were subsequently published with Verner as co-author and thus appear in his bibliography.

TABLE 4

ANALYSIS OF SUBSTANTIVE ADULT EDUCATION PUBLICATIONS BY PERIODS

Period and Type of Publication	Book or Mono.	Chap.	Journal Article	Conf. Proc.	Total
To 1954					
Emp. research	0	0	0	0	0
Lit. review	0	0	1	0	1
Theoretical	0	0	0	0	0
Historical	0	0	1	0	1
Total	0	0	2	0	2
1955-1959					
Emp. research	0	0	2	0	2
Lit. review	0	0	5	0	5
Theoretical	1	1	0	0	2
Historical	0	0	0	0	0
Total	1	1	7	0	9
1960-1964					
Emp. research	1	0	5	0	6
Lit. review	1	1	2	0	4
Theoretical	1	2	0	0	3
Historical	0	0	1	0	1
Total	3	3	8	0	14
1963-1969					
Emp. research	5	0	4	0	9
Lit. review	0	0	2	0	2
Theoretical	0	0	2	0	2
Historical	1	0	1	0	2
Total	6	0	9	0	15
1970-1974					
Emp. research	4	0	0	0	4
Lit. review	7	0	2	0	9
Theoretical	0	4	4	0	8
Historical	1	0	1	0	2
Total	12	4	7	0	23
1975 onward					
Emp. research	0	2	0	2	4
Lit. review	0	0	0	0	0
Theoretical	0	3	0	0	3
Historical	0	0	0	0	0
Total	0	5	0	2	7
Total	22	13	33	2	70

Conclusion

The publication activity of professors of adult education has not been studied extensively, so it is difficult to compare Verner's body of work with that of others. Long (376), however, developed some quantitative measures of publication activity for the period 1950 to 1973 for 81 professors of adult education. The mean number of publications was 26 and the median was eighteen for the professors for whom data were obtained, and the range was zero to 194 publications. Over the quarter-century studied, therefore, Verner would place among the top ranks with respect to the number of publications in adult education.

The distribution of Verner's publications by format was not too dissimilar to the totals for professors. Long (376) analyzed 2,098 publications of which 10.5 per cent were books and monographs, 10.2 per cent chapters, 40.1 per cent journal articles, and 39.4 per cent miscellaneous publications. Verner published a slightly higher percentage of journal articles (46.7 per cent) and books and monographs (21.6 per cent) than the distribution for professors, with slightly fewer chapters (9.6 per cent) and considerably fewer miscellaneous items (22.1 per cent).

Among those who have produced the literature of adult education, Verner ranks among the most prolific contributors although the distribution of formats is not unlike that of other professors. The qualitative dimensions of his work are much more subtle, elusive, and contentious than the quantitative aspects, and it is the former which are addressed in the balance of this study.

BASIC CONCEPTS

An early task in the emergence of an academic discipline is the development of a precise terminology which can be applied consistently. Terms then have the same meaning to everyone who is versed in the discipline, and its advancement can be facilitated through the development and diffusion of theory and research based upon concepts held in common. As adult education is an applied discipline (367), theory and research are expected to have an impact on a field of practice as well as contribute to a body of knowledge. The potential exists for theory, research, and practice to advance interdependently.

This orderly development has not yet occurred in adult education. Neither the discipline nor the field has matured to the stage where there is widespread agreement about the meaning of commonly used words. This condition exists partly because the field of practice is diverse and complex, which tends to inhibit agreement and communication about its boundaries as well as about effective techniques of practice. In addition, there is little agreement within the discipline on the meaning of even the most rudimentary words and concepts. These have different connotations for different people according to the sub-field of adult education in which they work, the nature of their pre-service or in-service training, and their personal philosophies.

Definition of Adult Education

In addressing the problem of a lack of a common language in adult education, Verner noted:

> The principal barrier to the perfection of our conceptual equipment is that of language. It is nothing short of phenomenal that so much information about educating adults has been accumulated in spite of the lack of a common language. This is partly due to the eclectic nature of the discipline through which we transfer language along with the knowledge borrowed from other disciplines. This process has provided adult education with some common language in those instances where such language was precise in the original discipline. Because of this, greater progress has been made in those areas of knowledge, such as sociology or psychology, where a precise language has been introduced by adult education. But borrowing language from elsewhere does not meet the basic need for a language specific to adult education. (256:4)

Confusion and lack of agreement about terminology is nowhere more apparent than in the denotation of the concept adult education itself. Most authors are inclined to generate a unique definition of adult education, and there is little consistency among them. Thus, nine persons presented their working definitions of adult education in an article published in 1955. Most of them did not provide a specific definition, rather, they described the activities thought to be included in the field. (383) As a result of a lack of specificity in definition, few have been able to use their definition as a basis for subsequent theory development and research.

Verner's attempts to define adult education originated with a distinction between learning and education, a distinction which had rarely been made previously by adult educators. This distinction was made to enable those everyday activities in which an adult may acquire learning or behavioural change to be differentiated from those activities involving a deliberate effort by an external agent to facilitate the adult's learning. The deliberate attempts to guide adult learning were considered to be within the definition of adult education but incidental learning was excluded.

Verner's concept of adult education was first defined in 1959:

> Adult education is concerned with the organization and conduct of educational activities for adults in which systematic learning is provided through the establishment and maintenance of a direct exchange relationship between the learner or participant and the educational agent so that the learning process is under constant direction. (90:4)

This was modified in 1962 to include a definition of the adult and to give greater emphasis to the role of the educational agent:

> Adult education is the action of an external educational agent in purposefully ordering behaviour into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction. (119:2-3)

The role of the agent was explicated in greater detail in a 1964 publication:

> Adult education is a relationship between an

> educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary productive role in society (135:32)

In 1975, the range of providers of adult education was incorporated into the definition:

> Adult education is any planned and organized activity provided by an individual, an institution, or any other social instrumentality that is intended specifically to assist an adult to learn and which is under the immediate and continuing supervision of an instructional agent who manages the conditions for learning in such a way as to facilitate the successful achievement of the learning objectives. (261:31)

Verner's evolving definition of adult education was described by Schroeder (381) as definition by operation analysis in that it includes the purpose of the operation and the functioning of the parts to achieve that purpose, while Houle (363) aligned Verner with change theory.

Each definition has insisted upon the establishment of a continuing relationship between the adult educator and the adult learner. The resultant exclusion of the self-directed learner from Verner's definition of adult education has been a major reason for its limited acceptance. Houle noted that the reliance of change theory "upon the distinction between the change agent and the client means that it cannot serve well to guide the self-educative activities of the individual. Verner recognizes this difficulty and eliminates such activities from consideration." (363-20) Knox also observed that Verner's definition of adult education "excluded the self-directed learner and emphasized what the adult educator does." (346:253)

Those interested in the mass media of communications such as television have also criticized the insistence on a direct and continuing relationship between the adult educator and the adult learner. (356) In an article published in 1962, however, Welch and Verner (124) compared the degree of adoption of recommended practices by participants in an adult educational group method with that of participants in a mass communication method, with the former proving superior. They suggested a need for additional research into the whole question of adult education versus self-education in order that factors affecting each could be more clearly identified. (124:237) Adult

education and self-education appear to be distinct phenomena, and both should be differentiated from incidental learning as the processes and consequences of each are different.

The exclusion of self-education and other learning in the natural societal setting from a definition of adult education was defended by Verner on two grounds. (257) Firstly, all adult learning was recognized as potentially valuable, but self-directed learning is so pervasive and unidentifiable as to be unmanageable for research or practice. Secondly, as some parameters were required for a discipline to exist, Verner felt that the boundaries should be set to exclude those activities which, by definition, were outside the influence of the adult educator.

An absence of agreement regarding the basic nature of adult education has also impeded a wider acceptance of it within the university as being distinct from pedagogy but related to it. Verner chided Houle for seeking "to integrate all forms and levels of education into a single universal model," (242:304) and argued for a separation of knowledge about adult education from that of pre-adult education. Elsewhere he noted:

> Adult education operates both within and apart from the traditional institutionalized focus of education, consequently it is concerned with learning events in a wider social milieu and this produces a broader conception of education than that of schooling and it begins from a different base. Thus, adult education deals with education in many diverse ways that are unrecognizable to those whose perception of education is limited to institutionalized forms. As a result, adult education must deal with terms and concepts borrowed from pedagogy but reformulated to fit the kinds of phenomena encountered in educating adults. (257:2-3)

Adult educators have been reluctant to recognize a distinction between learning, education, and self-education, although others in the general field of education have now done so. (357) The willingness and ability to make those distinctions is one of the critical factors in the ultimate establishment of a discipline of adult education as it is practiced in a variety of settings far exceeding those of schooling, thus providing an important basis for differentiation. Little (375) has made a promising beginning in placing Verner's definition of adult education within a schema of settings for adult learning, and this approach may be able to reconcile the divergent points of

view about adult education, self-education, and incidental learning. While the current conceptual confusion persists, however, the opportunities to accumulate knowledge systematically about any particular aspect of adult learning and adult education are considerably diminished.

Classification of Adult Education Processes

A definition of adult education which emphasized purposes and operations led to a more detailed analysis and classification. A distinction among methods, techniques, and devices as processes of adult education was first proposed by Verner in 1959 and remained consistent after that. A method was defined as "the relationship established by the institution with a potential body of participants for the purpose of systematically diffusing knowledge among a prescribed but not necessarily fully identified public." (119:9) Once method was established by the institutional sponsor, a technique was identified as "the relationship established by the institutional agent (adult educator) to facilitate learning among a particular and precisely defined body of participants in a specific situation." (119:9) In other words, method describes the way in which people are organized for instruction and as such emphasizes administrative considerations, while technique describes what an adult educator does to help adults learn and thus emphasizes instructional concerns. The major focus of Verner's conceptual scheme was upon the differentiation of methods and techniques, but a third category - devices - was used to identify the materials, instruments, or environmental factors used by the adult educator to augment the methods and techniques employed. (119:10)

The attempt to classify and differentiate among processes in adult education met with a mixed reaction. Brunner stated that "concern over precise definitions of the two terms, methods and techniques, is evidence of the growing maturity of a discipline." (355:142) Dickerman noted:

> Eventually it may prove possible for us to distinguish more precisely between what program planners must know and do, and what group leaders must know and do. Verner's proposed distinction between methods, techniques and devices should prove helpful here. (341:122)

Kreitlow found the differentiation to be useful:

> This distinction is seldom made in pre-adult

> education, where the class method is accepted and almost universal. However, adult educators must distinguish among processes because class is by no means the routine method within which varied techniques are selected. Within this framework, the method is an institutional (administrative) decision, while the choice of techniques and devices is an operational (teacher) decision. (371:19)

Schroeder (381) stated that Verner had been the strongest proponent of differentiating among processes according to specific functions served, and that there appeared to be increasing acceptance of the need for such differentiation. Knox observed that Verner had "made a thoughtful attack on an aspect of adult education that is usually written about and discussed in exceedingly imprecise terms," but warned of "some hazards in this heavy-handed approach." He cautioned adult educators "not to be misled by his terminology." (346:253) Bristow suggested that the classification scheme "fills a long existing void in adult education," but forewarned that:

> Some personnel in adult education, audio-visual, and mass media fields may find it difficult to accept and apply Verner's definitions and concepts, but most will agree that his propositions provide a framework within which activities can be analyzed and evaluated as to whether they are to be recognized as adult education. (339:276)

A conditional acceptance of the classification of processes was given by some who recognized the principle of differentiation but disagreed with the specific terms used. Knox indicated that "what most educators refer to as instructional materials are called devices, methods are called techniques, and formats or approaches...are called methods." (346:253) Similarly, Robinson noted that "what the Extension worker is accustomed to calling instructional materials, Verner calls devices, Extension methods...are referred to as techniques; and what Extension thinks of as approaches...he calls methods." (349:182) Knowles credited Verner with seeking to bring order out of chaos in distinguishing three categories of processes, but chose to use the term format "with precisely the same meaning Verner gives method" on the grounds that "it seems to me to convey more the sense of a structural element and because it is more clearly separated from technique than method." (369:133)

A lesser value was placed upon the differentiation of processes in adult education by Johnson who felt that "the purpose in seeking standard meanings

for such elusive terms is to facilitate communication and not to inhibit innovation in a highly volatile area, nor to place the field in a conceptual straitjacket." (369:93) He also suggested that classification was "both arbitrary and somewhat pointless" in many cases because of the inherent interrelationships among processes. Nevertheless, Johnson used the terms method, technique, and device, but defined them differently.

Despite confusion and dispute over terms and definitions pertaining to processes in adult education, Verner's classification scheme has had some degree of acceptance and is of utility to the field. Gideon et al (361) reported a ranking of .056 regarding the definitions of method and technique in a study where zero indicated complete agreement and one indicated complete disagreement. Aker (353) used the scheme to structure a bibliography on adult education processes, and a manual for the training of adult basic education instructors adopted the distinction between methods and techniques. (378) Bergevin, McKinley, and Smith (354) incorporated Verner's distinction among individual, group, and community methods in their attempt to develop a theory for adult instruction, and a Commission on Lifelong Education in New Zealand differentiated between methods and techniques. (379)

Verner's scheme has provided a conceptual focus for a number of research studies as demonstrated in a comparison of the relative effectiveness of lecture, discussion, and lecture-discussion techniques within the class method (99), a comparison of the socio-economic characteristics of participants in two methods of adult education (140, 151, 281), and a review of research on the lecture technique. (166)

The scheme has also been used to organize the research literature so that it can be codified and reviewed systematically. In theses completed for master's degrees under Verner's direction, Stinson (333) reviewed research on methods, Stott (334) on techniques, and McGown (313) on devices. These reviews also led to some refinements of the classification scheme. For example, McGown identified four types of devices which were labelled illustrative, extension, manipulative, and environmental.

Application of Verner's classification of processes has aided practitioners in that it alerts them to a wide range of methods that can be employed in organizing adults for instruction. Once method has been determined, a broad range of techniques and devices becomes available for selection and implementation to facilitate different types of learning in specific situations. The range of choices for specific purposes is more readily apparent than in other approaches

where the types and functions of processes are less clearly differentiated.

Conclusion

Verner's attempts to encourage consistency and precision in the use of terminology about adult education have not been entirely successful. There has been some acceptance of the need to define terms and classify processes, but no widespread adoption of a single set of concepts and definitions. The field of practice is diffuse and chaotic, and this is reflected in a body of knowledge about educating adults which lacks cohesion and which has grown rather slowly considering the enormous scope of and activity in the field.

An organized and systematic approach to the development of knowledge is required for an academic discipline to coalesce, but this does not yet exist in adult education. An essential prerequisite for this to happen is the general acceptance of an organizing framework so that prior knowledge and newly-discovered knowledge can be integrated into a consistent pattern. Through his attempts to define adult education and classify its processes, Verner has provided one of the few such frameworks which can lead to the acquisition, interpretation, and application of knowledge in meaningful and inter-related patterns.

SPECIAL CONCERNS

Verner's writings covered a wide range of concerns in and related to adult education, but several topics and themes appeared repeatedly. As his graduate studies emphasized rural sociology, a number of works by Verner and his students treated problems in the diffusion and adoption of innovations in farm populations and other groups following a research tradition drawn from that field. An early interest in historical cartography provided a bridge to the study of adult education history, and the client group of undereducated and illiterate adults was the focus for a number of studies and journal articles. The voluntary nature of most forms of adult education led to the study of participation as a crucial variable in the success or failure of institutional programs. Verner's contributions in those four areas of concern are reviewed here.

Diffusion and Adoption

Verner's interest in diffusion and adoption was stimulated by, and grew out of, a tradition and training in rural sociology. Four monographs published between 1966 and 1969 investigated the adoption of agricultural practices by farmers. (156, 164, 180, 181) Those studies extended upon the characteristic treatment of information sources in adoption research by distinguishing between educational activities and general information sources so that the contributions of various adult education processes to the adoption process could be identified more clearly than they had been previously. In reviewing one study, Katz noted that "the attempt to specify the several dimensions which differentiate among the media of information is very welcome" (344:62), while Bruce stated "certainly the treatment of adult education activity as a discrete variable would be a useful feature in future adoption research." (340:180)

The findings of Verner's adoption studies provided support for his thesis that adult education was distinct from formal schooling in its impact on adoption, and that the role of the adult educator was of central importance in differentiating adult education from self-education and other learning in the natural societal setting. Participation in adult education activities was found to be more highly correlated with adoption than were such measures as the educational level of the farmer, suggesting that the amount of education was not as influential as recency and relevancy in securing adoption. In addition, adult education

activities were more influential at different stages in the adoption process than were other sources of information.

Concepts related to diffusion and adoption, drawn originally from research in rural sociology, were used to study adult education as an innovation. In the introductory notes to a re-publication of the first known book on adult education (159), Verner described the diffusion of the adult school movement throughout England and elsewhere which occurred largely through the work and writing of Dr. Thomas Pole.

The adult school movement was used as a case study in a later article discussing the relationship between methods of adult education and culture. (169) A differentiation was made between internal diffusion within the originating culture and external diffusion to other cultures. As the concept of method in adult education was closely tied with culture, Verner argued that a method might not be capable of successful diffusion externally if it was unsuitable to the receiving culture. Seven propositions regarding the diffusion of methods were suggested as bases for further research. This article subsequently appeared in an anthology (263), and one reviewer noted that "Verner is the only author...who comments, even briefly, on the problems encountered in endeavouring to transport educational concepts across national or regional boundaries." (347)

The interest in diffusion of adult education was extended in a subsequent publication which treated both methods and techniques in a cross-cultural framework:

> Since the techniques of instruction can be readily applied to adult learning in any cultural setting, but the methods of adult education cannot, the greatest difficulties encountered in cross-cultural diffusion lie in the organization and structure of adult education in the receiving culture. (192:32)

Thus, it was argued that adult education should develop institutions and methods appropriate to receiving cultures, but that techniques were applicable to every culture when selected in light of the behavioural patterns and capabilities of individuals within the receiving culture.

Many of Verner's writings about the diffusion of adult education related to earlier concerns for defining the field and classifying its processes. At the same time, however, such concerns were broadened and extended to an international dimension. Thus, an article reviewing a book about adult education in India contained a lengthy discourse on the precise and consistent use of

terms, and concluded:

> The systematic study of adult instruction in a variety of cultural situations is essential to the development of the discipline, but it is not necessary for each culture to begin anew as though it were unique. (153:89)

Along these lines, one of Verner's graduate students examined cross-cultural diffusion between North America and Ghana in a study of the role of agricultural extension staff. (336)

In addition to exploring the role of adult education in the adoption process and studying the diffusion of adult education as the innovation, adoption was also considered to be a useful approach to evaluation:

> The whole concept of adoption should be viewed by adult educators as one of a number of ways to evaluate an educational program. It does this, in the way it becomes most meaningful, by concentrating on the alteration of behaviour resulting from the educational activity. (117:61)

This theme was explored in several theses and dissertations Verner directed. Welch examined the impact of adult education on the adoption of recommended practices by restaurant operators. (337, 124) Similarly, Bell studied the adoption of business practices by participants in small business management training programs (280) and Shore studied the adoption of nursing practices. (332) McKinnon treated participation in adult education as an innovation with differential degrees of adoption in a population (315), while the adoption of recommended practices by public school adult education directors was studied by Anderson. (278)

Verner's principal contribution in the area of diffusion and adoption was that of applying concepts from rural sociology to adult education research and theory. His empirical research established adult education as a key influence on the adoption of innovations which had been undetected previously. His historical studies and conceptual writings demonstrated the relevance of diffusion and adoption concepts in examining the evolution of the field. Finally, adoption was shown to be a feasible way of evaluating the impact of adult education activities, thereby providing an additional approach to program evaluation.

History of the Field

Verner's writings about the history of adult education stemmed from the belief that an understanding of the past would lead to an improvement of practice in the present and the future. In a review article, he noted that adult education in England had tended to employ an historical perspective, but only recently had the field in North America matured enough to begin to take into account its own beginnings and the lessons it might learn from history. (116:181) Elsewhere he noted that adult education was so preoccupied with everyday tasks that it had not established sufficient identification with its past and had no affection for its literature. (138:256) The consequences of this neglect were pointed out:

> The scarcity of any substantial collections of material and the failure of adult educators to know and use the literature available does much to account for the persistent recurrence of the same problems generation after generation. In effect, each generation of adult educators begins anew so that the field becomes repetitive and circular rather than lineal and developmental. As a result, adult education shows little progress in a century of experience. As a field in which change is a basic principle, adult education is itself particularly resistant to it.

Several of Verner's writings about the history of adult education were attempts to diffuse significant documents related to the field which had been all but lost or were not widely known. Several such items were mentioned in a chapter on the literature of adult education published in 1960. (101) A reprint edition of the 1908 report "Oxford and Working-Class Education" was reviewed (58), and an 1857 pamphlet titled "Report of an Evening Institution in Kent" was described and quoted at some length. (138)

The major historical publication undertaken was a reprinting of Thomas Pole's A History of the Origin and Progress of Adult Schools...which was published originally in 1814 and is the earliest known book about adult education. (159) The republication in 1967 included extensive introductory notes dealing with the adult school movement, the life of Thomas Pole, and a contemporary bibliography. The uses of history for understanding the present were illustrated through a comparison of Pole's admonitions to adult educators with those of modern writers. Little difference was observed. In reviewing this work,

McKinley noted that a great scholarly service to adult education as a field of university study had been rendered, and suggested that the bibliography "could inspire future researchers to complete the historical picture of the adult education movement in its infancy." (348:187) Kelly commented in his review, "It is with sorrow that I have to record that this introductory section, valuable as it is, is disfigured by misprints and other avoidable errors," and cited several examples. Having made these criticisms, however, he expressed gratitude to the editor "for having rescued and made more generally available this important early classic of adult education." (345:176)

Verner's historical studies included a preliminary history of adult education in Florida (43) and the editorship of a retrospective on the first twelve years of the Department of Adult Education at the University of British Columbia. (237) Under his direction, graduate students analyzed the role of the National Film Board in the development of adult education in British Columbia (311), and historical perceptions of the concept of literacy. (300) Norfleet Hardy's doctoral study of the development of publicly supported adult education in South Carolina (299) was published in book form in 1967 under the title Farm, Mill, and Classroom.

In commenting upon the direction of historical research in adult education, Verner noted that the historical literature of the field tended to deal with institutions as adult education is primarily an institution-centered activity. (101) He suggested also that more local histories were needed so that the relationships among institutions within communities could be more fully understood. (116) Without the accumulation of a substantial number of local and institutional histories, it would not be possible to "weave together into one consistent whole the many varied pieces that constitute the fabric of adult education history." (101:166-167)

Verner was not alone in seeking to persuade those engaged in adult education to study the past, but the message has not been widely attended to or accepted. He did succeed in aiding the field to rediscover a few of its early documents, with Thomas Pole's book the most noteworthy example. In addition, he sought in a variety of writings to point out the lessons and uses of history for the present and future. The failure of adult education to learn from its past provides at least a partial explanation for the uneven and uncoordinated development which has been one of its chief characteristics.

Participation

The need to develop knowledge about participation in adult education was a central theme in Verner's writings, and was the subject of much of the research he undertook as well as the graduate student research he directed, especially during the 1960's. This work aimed to distinguish the characteristics of adults who participate from those who do not, to identify the kinds of people most likely to participate in different programs, and to examine the barriers to participation. (139) Eleven of his publications dealt substantively and directly with various facets of participation. All of those studies were co-authored, most with graduate students who undertook the collection and analysis of data. In addition, seventeen theses and dissertations by Verner dealt directly with various aspects of participation in adult education.

The reason for this concern about participation was that "virtually every aspect of adult education revolves around participation and persistence of attendance, yet the quantity of substantial research related to this particular aspect of the field is astonishingly small and inadequate." (141:173) Elsewhere Verner noted that the content, structure and form of adult education was wholly dependent upon, and shaped by, the variable characteristics and behaviour of participants. (157:230) Given this signal degree of importance to the field, it is not surprising that participation in adult education formed a major area of emphasis in Verner's work.

Two research reviews were perhaps his most noteworthy contributions to the literature about participation. The first of these, "The Nature of Adult Participation," was co-authored with John S. Newberry, Jr. and published in 1958. (89) This article reviewed 50 studies of social participation and participation in adult education. This review was significant not only for its analytical treatment of a pertinent body of knowledge, but also for setting a standard for this type of work in adult education. As White extolled at the time:

> Our admiration for the article by Coolie Verner and John S. Newberry, Jr. is almost boundless. They have deeply penetrated the extant research on the nature of adult participation. Their report may set a new standard for excellence in articles of this kind. (385)

The other noteworthy review article was "Completions and Drop Outs: A Review of Research," co-authored with George S. Davis, Jr., and published in 1964. (141)

This publication reviewed 36 studies related to persistence and discontinuance of attendance in adult education programs.

Verner and Newberry noted several patterns of participation that have been re-affirmed repeatedly in subsequent research. They observed that participation tends to decrease with age, to increase with occupational status, and to be associated with proximity and accessibility to programs. The most significant determinant of participation appeared to be the amount of earlier formal school experience. (89:218) Adult education appeared to be "widening the gap between the educated and the educationally unprivileged" in that the educated were encouraged to continue learning while the undereducated were left on their own. (89:219) Verner and Davis extended this theme by observing that the characteristics of persistent attenders were similar to those of participants whereas the characteristics of drop outs more closely resembled those of non-participants. (141:172)

Patterns of attendance in public school adult education courses were studied by Verner and Neylan (157) and Dickinson and Verner (167), while Ulmer and Verner (133) examined several administrative factors affecting attendance. Verner and Buttedahl (140, 151) compared the characteristics of participants in two methods of adult education where the institution and subject matter were held constant, and noted that six of the ten characteristics studied differentiated between the groups. Verner and Glenesk (149) studied the characteristics of participants in three similar programs within the same institution. A national report about participation in adult education in Canada was completed in 1974 (259) and published in 1977. (272, 273)

Several of the studies noted above were based on graduate student theses and dissertations, but other student research reports did not receive general dissemination through the published literature. Such administrative concerns as distance travelled and course location (314, 317), course length (289), and place of residence (304) were examined in some detail by various students as were such client groups as rural adults (290, 295), mature women (292), and dental hygienists. (307) Factors influencing participation, such as expressed interest (301) and occupation (329), were also studied by students under Verner's direction.

A qualitative indicator of participation was sought through the development of the Kropp-Verner Scale which is a generalized instrument for obtaining overall ratings of participant reactions to a meeting. (80) This scale has been widely used as it is one of very few instruments applicable to the

evaluation of different types of adult education programs. (362, 380)

Verner's most important contributions in the area of participation were integrative in that they synthesized and drew conclusions from work which had been done previously. They also established a baseline and indicated some directions for future research. For the most part, such studies were useful primarily to program administrators as they identified factors over which control could be exerted to increase or facilitate participation.

The Undereducated Adult

The observation in Verner's work on participation that adult education was widening the gap between the educated and the undereducated led to a closer examination of the problems of the latter group in some fourteen articles and monographs. The majority of those publications appeared in the 1970's and several were translated into French or Spanish. Most were written by Verner alone, and were conceptual or discursive rather than empirical. He directed few theses or dissertations in this area, and only two such studies related directly to the undereducated. Hooley (300) did an historical analysis of the concept of literacy and Buzan (282) studied the problems of teaching English as an additional language to older people.

Verner and Davison prepared two monographs in a series published by Florida State University in 1971. These dealt with psychological (216) and physiological (217) factors in adult learning and instruction, and were aimed at the improvement of practice in adult basic education. In one monograph, research data pertaining to such physiological factors as vision and hearing were reviewed and implications for adult instruction stated. The other monograph drew heavily upon Robert Gagne's approach to develop an information-processing model of adult learning that could be applied in adult basic education. This work on psychological factors subsequently was transferred into Spanish. (246) The complexities involved in teaching adults to read and write were elaborated upon in a later article. (252, 253)

Of particular interest to the field was Verner's attempt to clarify the relationships among literacy, education, and employment. (238, 250, 251) He first summarized a standard line of reasoning:

> Since employment depends on employability and this requires an education which, in turn, is based on literacy, the solution to the problem of poverty

lies in educational programs for adult illiterates. (250:309)

He then noted that employment and unemployment depended on the state of the economy rather than the education of the work force, concluding that:

> The acquisition of a marketable skill is not dependent upon level of education. In the days before literacy was the norm, most skills were learned without an ability to read as a prerequisite. (250:309)

After reviewing a number of desirable features of literacy programs for the undereducated, Verner suggested:

> The history of literacy programs indicates that they are not the solution to poverty any more than they were the solution to sin. The solution to the problem of poverty is far more complex than that which is suggested by a simplistic educational approach. It demands a far greater concentration of resources of society in its solution than is now expended through education for disadvantaged adults. This is not to suggest that literacy programs are useless but rather that adult education for disadvantaged adults must be a continuing activity not merely a stop-gap approach to a basic social problem. (250:212)

Perhaps earlier than many adult educators, Verner recognized the fallacy of viewing adult basic education as a panacea for unemployment, a belief that led to unrealistic expectations and subsequent disenchantment on the part of some policy makers, funding agencies, and the general public. Verner's writings about the undereducated and the essential content and process of educational programs for them probed at some underlying problems and concerns in an area where such fundamental analysis is lacking and concern is more often placed on methodologies and materials.

Conclusion

The four areas of special concern discussed in this chapter all involved substantial numbers of publications spread over a considerable period of time. The concerns have been separated here, but there were linkages and interrelationships among them such as to form an integrated body of work rather than disparate pieces. The reprint edition of Pole's A History of the Origin and Progress of Adult Schools, for example, touches upon all four areas as it is an

historical study of a form of adult basic education which includes the diffusion of the movement and a study of the participants.

Verner's most significant contributions varied somewhat, however, in each of the four areas. The empirical research on adoption isolated adult education as a significant influence and thus added to rural sociological knowledge. The concept of adoption was introduced to adult education primarily through Verner's efforts so that it is now viewed as an approach to program evaluation as well as to the study of the dissemination of adult education institutions and methods. In the area of history, Verner identified several works that were not widely known and helped to diffuse them to the field, and also maintained a strong advocacy for adult educators to study and learn from the history of their field. His work on participation provided syntheses of previous studies and identified directions for research, and contributed also to the solution of some practical problems regarding such matters as course scheduling and location. Finally, Verner's principal contribution in the area of the undereducated adult was to encourage sustained and systematic thought about fundamental problems in adult basic education rather than advocating simplistic solutions to complex problems.

BUILDING A DISCIPLINE

The practice of adult education traditionally was based upon beliefs and techniques handed down from one practitioner to another or learned through experience on the job. The notion that adult education had roles for which pre-service or in-service education was required has been gaining acceptance, and the body of knowledge upon which to base such education has been accumulating at an increasing rate. The accumulation and integration of tested knowledge provides the basis for a discipline of adult education, and knowledge can then be diffused to the field through the literature and by means of educational programs at a variety of levels. Professional education at the graduate level in turn produces further knowledge so that there is constant interaction between the field of practice, the study of the field, and the preparation of leaders for adult education.

Verner's writings included several attempts to define and describe a discipline of adult education and to examine the process whereby it should develop. He was an active interpreter and evaluator of the literature of the field, and described on several occasions his perspectives on the nature of professional preparation in adult education.

Nature of the Discipline

Verner suggested that the development of an academic discipline depended upon "the slow and often uncomfortable process of analyzing and integrating previously acquired knowledge into a higher order structure combining fact with theory." (242:305) At the same time, he recognized that adult education was not yet a full-fledged discipline because there were still many aspects of adult learning and instruction that had not yet been investigated sufficiently to warrant that designation. (204:8) He concurred with Liveright that the most suitable designation would be that of an emerging discipline as adult education had established a sufficient body of knowledge to justify the development of the kinds of educational programs for adult educators which were necessary to undergird any profession. (204:9)

Verner characterized the emerging discipline of adult education as factual or descriptive, normative, eclectic, and practical, with concentration on the discovery, interpretation, application and diffusion of knowledge that will contribute to the achievement of more effective and efficient continuing

education. (275:136) The categories of knowledge at the core of the emerging discipline were identified as adult learning, psychology of adults, physiology of aging, adult instruction, instructional processes, instructional devices, the client system, the organizational system, the social setting, the role of adult education, and historical foundations. To this core was added knowledge borrowed from other disciplines to the extent that it met seven criteria:

1. It helps to explain some phenomenon encountered in the field or discipline.
2. It helps in the solution of practical problems encountered in the field.
3. It can be translated into operational principles that will contribute to greater efficiency and effectiveness in adult educational programming.
4. It contributes to the development of essential attitudes, values, or skills important to the field.
5. It can be reformulated so that it is applicable to adult education.
6. It is derived solely from adult populations.
7. It relates to systematic education for adults. (275)

Research was viewed as the principal route to the systematic advancement of knowledge and maturation as an academic discipline in preference to the accumulation of folk wisdom which was often in error. Verner argued that research should be "cumulative rather than indiscriminately following the vagaries of the hour," and presented criteria for research similar to those noted earlier regarding borrowed knowledge. (275:40)

The Literature

Some two dozen of Verner's publications were interpretive reviews of research and general literature in adult education, and these were distributed fairly evenly over his years of active writing. As he noted:

> The identification and selection of knowledge useful to adult education is a continuing process that requires periodic summary and codification. For this reason research reviews are a necessary adjunct in the development of the content of the discipline. (275:138)

Verner observed elsewhere that the research of graduate students tended to be fragmentary rather than indicative of any systematic development, and that the discipline would be enhanced by systematic summaries and evaluation of research to ensure an orderly accumulation and organization of reliable and substantive knowledge. (204) In large measure, Verner's attempts to synthesize and disseminate the literature of adult education were stimulated by the perception of a gap between knowledge and practice. As he observed:

> Even at its present formative stage, the discipline of adult education has accumulated a vast quantity of substantive knowledge about educating adults. Much of this information has not been codified and too little has entered the field so as to improve the educational experiences provided the adult population. If we could consciously apply even a portion of what is known the field would be altered beyond recognition. (208:59)

Interpretive reviews of research pertaining to participation (89) and completions and drop outs (141) have been discussed elsewhere in this monograph. Verner and Dickinson (166) reviewed 132 studies concerning the use of the lecture technique and compared findings from studies using adult and pre-adult populations. A number of practical guidelines for using the lecture technique were also presented. Verner and others (203, 204, 230, 231) reviewed the North American literature regarding the preparation of adult educators, while Nakomoto and Verner (233, 234, 235, 236, 248) compiled a major review of literature pertaining to continuing education in four health professions.

An innovation in the cross-cultural diffusion of research occurred with the publication in 1956 of a review article in Canadian, American, and British adult education journals. (64, 67, 69) Although there were minor editorial changes in each case, the core of the article remained the same and consisted of a "state of the art" review of 36 research-based publications from the United States. Verner also contributed articles to two special issues of the Review of Educational Research. These assisted in making known to a wider audience of educators some research findings from adult education concerned with instructional methods (94) and programming. (150)

Verner's introductory textbook Adult Education, written with the assistance of Alan Booth, was published in 1964 and had five printings. This was commended for its objective approach by one reviewer who observed that it was "concise, readable, useful, and comprehensive," (350:44) while another reviewer indicated that it would provide "a much-needed, concise, streamlined presentation."(349:182)

Jones suggested that this was the first textbook he was aware of "for the study of adult education," and noted that constant reference was made to appropriate research findings. Moreover, he stated:

> Here is an attempt to draw out of the confusion of the field, the guesses of the practitioners, and the piecemeal research available, a coherent area of study and discussion that can be called a discipline of adult education. (343:89)

Verner did not hold in high regard the general literature of adult education:

> The bulk of the material written about adult education is difficult to classify into neat categories. For the most part it is unimaginative and repetitive. Written by adult educators for adult educators, the material seems unnecessarily defensive rather than presumptive in approach, and the authors repeat time and again the same justifications for their existence.... It is a rare pleasure to encounter in the literature those items that show imaginative thinking or a creative approach to adult education and its problems. It is even rarer to encounter careful, scholarly synthesis, analysis, and interpretation of social scientific knowledge pertinent to adult education. (101:169)

In reviewing the literature of the field in 1960, Verner identified several needs which are still in evidence almost two decades later. He indicated a need for a single, comprehensive collection of the literature in adult education, and for the development of a definitive and continuing bibliography in order to present a true picture of that literature. In addition, he recommended the alteration of library classification schemes so that adult education literature could be identified and located more readily. Finally, he suggested that practitioners should attempt to educate themselves by making more frequent and systematic use of the literature of the field. (101)

Professional Preparation

Self-education by adult educators was viewed by Verner as necessary, although not sufficient in itself, to provide the knowledge, skills, and attitudes required of professionals in the field. His earliest writings about the preparation of adult educators appeared in 1953. (38) In an article

published in England, he argued that adult education was a social movement which required the continuous training of a corps of leaders to avoid fading out of existence. He noted:

> The dynamic qualities in a social movement are reflected in the professionalism achieved by its members. Most movements begin with a small group of amateurs whose exuberance and interest are strong enough to overcome many difficulties. To long survive, however, the movement must develop its own internal corps of trained professionals. Through scientific training for competence, the concepts of continuous adjustment to change are promoted so that the movement keeps alert to its responsibilities to the society. (38:14)

Verner identified four main components of training for teachers of adults:

1. An understanding of social change and a sound philosophy of social organization and the relationship of adult education to the social order.
2. A study of the history of adult education.
3. A knowledge of adult psychology.
4. Study and training in teaching methods that are appropriate for adults.

At the same time, he noted that at present there was "no systematic training of adult educators that includes any of these things yet they would contribute immeasurably to the efficiency and ease with which tutors could do their job." (38:14)

Subsequent writings on the training of adult educators included a description of the graduate program at Florida State University (41) and discussions of leadership in agricultural extension. (63, 66, 75, 105) The latter concern led to student research studies analyzing the role of agricultural extension workers in four different regions (302, 316, 319, 336), while another graduate student studied the role and training of adult educators in Czechoslovakia. (309)

A review of the literature pertaining to the professional preparation of adult educators was published in 1970. (203, 204) This served as the basis for a presentation to university adult educators (208), and was abstracted for international dissemination. (230, 231) The review was a significant attempt to link together the literature concerned with the field of adult education, the discipline, and leadership to provide a rationale for programs of professional preparation. Major deficiencies of research were noted in

such areas as the role and functions of adult educators, the evaluation of training program outcomes, and the development of instruments to assess the performance of adult educators.

In reviewing the first decade of the graduate program at the University of British Columbia, Verner identified three basic roles for which training was provided: administrative, instructional, and consultative. (237) He predicted a demand for increasing numbers of professionally educated persons for each role, and indicated a need to introduce training at the undergraduate level so that people could prepare themselves for careers in adult education. He indicated a feeling of unease regarding the structural location of adult education within a Faculty of Education, but was unable to suggest an appropriate alternative.

Some two decades after his initial writing about the education of adult educators, Verner took a retrospective view of developments over that period.

> Although the quantitative growth has been phenomenal in both the field and the discipline, the qualitative progress is less encouraging. Too many university programs depreciate the importance of basing their content on substantive knowledge in preference to experiential learning. Too little history or the use of earlier writing is introduced so that students are historical illiterates even though history is directly relevant to the present. Too few of those involved in conducting graduate education think seriously and systematically about adult education so that there is no agreement on terminology, on the scope of programs, or on what is or is not relevant. As a result, there is little theory on which to build a discipline systematically. (257:15)

The inter-relationships among the body of knowledge, professional education, and the field of practice in adult education were thus judged to be lacking in strength and quality, and professors of adult education were held largely to blame for this state.

Conclusion

In his landmark volume The Structure of Scientific Revolution, Thomas S. Kuhn discussed "normal" science and "revolutionary" science in relation to the adoption of pardigms which represent widely accepted ways of thinking about problems and doing research, and their subsequent replacement when they prove

no longer to be valid. (374) Kuhn suggested that social science was largely devoid of paradigms, and that this led to the random accumulation of facts and the retardation of scientific progress.

Adult education lacks paradigms at present, and few potential paradigms are extant which could serve as orienting frameworks to guide research and the development of a structured body of knowledge. The literature abounds with prescriptive and hortatory writing characterized by ambiguity and contradiction, while coherent and consistent treatments of the field or the discipline are rare.

Verner's approach to the literature, professional preparation, and the nature of the emerging discipline is one of the few orderly, systematic attempts to provide a structure which could lead to a paradigm for the study of adult education. Beginning with a definition of the field, Verner outlined a set of key assumptions and limitations and sought to delineate the boundaries of adult education. Categories of knowledge and processes were identified to serve as guides for integrating previous research and conducting future research. The body of knowledge was, in turn, related to the structure and process of education about adult education.

From this initial work, further steps are necessary for a paradigm to emerge and gain acceptance. For example, the role of self-directed learning requires further analysis, and the functions of program and institutional management require more study. Until such time as there is a paradigm or a near-paradigm to provide an orientation for "normal" science in adult education, however, the body of knowledge will continue to fall short of its potential and adult education will retain its somewhat uncomfortable status in the university setting. Verner's writings have traced the outlines of a paradigm, and it remains for those concerned with the body of knowledge in adult education to build upon that framework in order to foster a mature discipline.

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1-275 Checklist of Publications by Coolie Verner

Listed are Verner's publications from 1944 to 1976 by year of publication. Book reviews, newspaper articles, and notices of less than one page were excluded.

276-337 Theses and Dissertations Directed by Coolie Verner

Theses and dissertations directed by Verner at Florida State University and the University of British Columbia are listed alphabetically by author's surname.

338-352 Reviews of Publications by Coolie Verner

Reviews of various publications written by Verner are listed in this section. References were compiled from book review indexes and from a search of the periodical literature of adult education.

353-385 General References

Listed here are general references which comment upon or seek to apply Verner's work and which assist in establishing the context for the emergence of adult education as an academic discipline.

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